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ABSTRACT

The purpose of this booklet is to explain examination registration procedures and to introduce the Psychometric Entrance Examination so that students will know what to expect, what types of questions they will be asked, and how they will be expected to answer. The aim of the examination is to evaluate a variety of cognitive abilities: verbal, quantitative-numerical, and spatial. It is used to help select those applicants with the best chances of successfully completing their studies. The examination battery includes the following tests: General Knowledge (familiarity with art, history, the social sciences, the natural sciences, etc.), Forms (spatial logic and perception of graphic relationships), Reasoning (comprehension of texts, ability to analyze data, verbal logic, and comprehension of the relationships between words and concepts), Mathematical Comprehension (mathematical reasoning), and English (comprehension of texts and sentences in English). The sample questions which appear in this booklet approximate the types of questions which appear in the examination. Information on guidance and counseling and a list of areas of undergraduate study at the various universities are provided at the end of this booklet. (BW)

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NATIONAL INSTITUTE FOR TESTING AND EVALUATION

The Psychometric Entrance Examination of the Universities in Israel Information Booklet

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English Version

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The Psychometric Entrance Examination
of the Universities in Israel
Information Booklet

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P.O.B. 26015 Jerusalem

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Note: This booklet is available in the following languages: Hebrew, Arabic, English, French, Spanish and Russian.

THE PURPOSE OF THIS BOOKLET

The purpose of this booklet is to explain examination registration procedures and to introduce the Psychometric Entrance Examination so that you will know what to expect, what types of questions you will be asked, and how you will be expected to answer. Reading this booklet carefully will spare you misunderstandings, confusion and loss of time during the exam itself. Reading the instructions contained in this booklet, reading all the questions, examples and explanations, and attempting to answer the questions by yourself are the best preparation for the exam.

At the end of this booklet you will find information on guidance and counseling and a list of areas of undergraduate study at the various universities.

THE PURPOSE OF THE EXAMINATION

The aim of the Psychometric Entrance Examination is to evaluate a variety of cognitive abilities: verbal, quantitative-numerical, and spatial.

In recent years the universities and the pre-academic studies programs have been unable to admit all applicants. The Psychometric Entrance Exam, in addition to the matriculation examinations, provides data about applicants. Such data, which are used extensively in admissions procedures abroad as well as in Israel, permit effective prediction of success in academic studies. Thus the exam helps in the selection of those applicants with the best chances of successfully completing their studies.

There is now a common psychometric entrance exam for all the universities and pre-academic studies programs in Israel. Every applicant need be tested only once (and will pay for the exam only once), even if applying to all the universities in the country. Examination results will be sent to all the institutions unless the candidate explicitly requests that results not be sent to a given institution(s).

THE STRUCTURE OF THE EXAMINATION

The examination is a battery of tests in various areas, which measure cognitive abilities utilized in academic studies. The battery includes the following tests: General Knowledge, Forms, Reasoning, Mathematical Comprehension and English. These tests do not test knowledge, but ability. The exception is the English test which checks comprehension of texts and sentences in English. This test is necessary because most of the bibliography for university courses is in English. The test requires a command of English sufficient for reading and comprehending texts, not knowledge of specific material (such as plays and other works of literature) studied in high school. At some universities the score on the English test, in addition to being part of the total psychometric score, is used for determining whether a student may be exempt from studying English, and for assigning those students who are not exempt to the various levels of the required English course.

The General Knowledge Test examines familiarity with various fields such as art, history, the social sciences, the natural sciences, etc.

The Forms Test examines spatial logic and perception of graphic relationships.

The Reasoning Test examines comprehension of texts, ability to analyze data, verbal logic and comprehension of the relationships between words and concepts.

The Mathematical Comprehension Test requires elementary knowledge at a level parallel to that of the ninth and tenth grade curricula in Israeli schools, since the aim of the test is to check mathematical reasoning and not mathematical knowledge. Therefore, the test has an appendix containing various formulas that the candidate may need (for example, formulas computing volume, area, etc.).

The sample questions which appear in this booklet approximate the types of tests and questions which are <u>likely</u> to appear in the psychometric exam. <u>Note:</u> not all of the types of questions in this booklet will necessarily appear on the exam you will be taking.

PREPARING FOR THE EXAMINATION

Most university applicants have taken some kind of psychometric test in recent years, in elementary school, high school, or in the army. Consequently, they know more or less what to expect, and do not need any preparation beyond what is supplied in this booklet, except, perhaps, for refreshing their basic mathematical knowledge.

Those who have not taken a psychometric test in recent years and are interested in familiarizing themselves with psychometric exams in general and with the Entrance Exam for the universities and pre-academic studies programs in particular, are recommended to a book produced for this purpose by the National Institute for Testing and Evaluation (NITE). This book contains theoretical introductory chapters, examples of a wide variety of psychometric tests, and a set of trial or sample tests for the candidate. The book can be purchased in all university bookstores, is available for inspection in university libraries, and can be ordered by mail by writing to NITE. As previously mentioned, whoever has already taken a psychometric test needs no additional preparation.

EXAMINATION REGISTRATION PROCEDURE

The psychometric exam is a general test and is intended for undergraduate applicants to each of the universities in Israel and for all applicants to the pre-academic studies programs. The score on the psychometric exam will automatically be sent to all these institutions unless you yourself, on the day of the exam, indicate opposition to this.

Each institution has its own admission requirements. Even if you are rejected by one department in a given institution, you may be accepted by another department or by another institution.

Note : Admissions procedures to the various institutions are not connected to registration for the Psychometric Entrance Examination.

To register **in Israel** for the Psychometric Entrance Examination, you must do the following:

1. Carefully fill out the Psychometric Exam Registration Form attached to this booklet.

2. Select the date on which you want to take the exam and mark the Exam Registration Form in the appropriate place.
   The test dates for the coming year are listed on the Exam Registration Form.
   Check the application booklet of the institution(s) to which you are applying for the last date on which you can take the test if you want to begin your studies in the coming academic year.

3. Select your first and second choices for the location at which you will be tested and mark the appropriate place on the Registration Form.
   The Exam Registration Center will do its best to fulfill your request. The sooner you register for the exam the greater your chances of being tested at the location of your choice.

   The examination will be given at the following locations:

   a) Tel Aviv
   b) Jerusalem
   c) Haifa
   d) Beersheba
   e) Tel Hai
   f) Eilat

   Note : You may be tested at the location that is convenient for you, and you need not be tested at the institution(s) to which you have applied. As previously stated, your score will be sent to all institutions, no matter where you are tested.

4. Select the language in which you would like to be tested and mark the appropriate place on your registration form.

   The languages in which the exam is given are:

   a) Hebrew
   b) English
   c) French
   d) Spanish
   e) Arabic
   f) Russian
   g) Combined language version

   We advise you to take the exam in the language you know best (usually this is your native language). If you do not feel competent in any of these languages, you can choose version (g), and be tested using a combination of any two of the various language versions offered. For example, if you are somewhat fluent in Spanish and in English, you may request to be tested in both of these languages At the exam, you will receive examination booklets in each of the two languages.
   Your chances of being accepted are not affected by the language in which you take the exam. Therefore, it is to your benefit to choose the language you know best and in which you will best understand the questions and instructions.

5. Pay the exam fee at any bank.

6. After it has been stamped by the bank, send the form by registered mail to the National Institute's Registration Center at the address on the back of the form as soon as possible.

7. You must mail the Exam Registration Form <u>not</u> later than one month prior to the exam date.

8. Within two weeks you will receive by mail an admission ticket to the examination.

9. If your Exam Registration Form was mailed on time but you have not received an admission ticket by one week prior to the exam date, telephone the Registration Center (the telephone numbers are listed on the back of the form).

Anyone who is at least 17 years old on the date of the exam is eligible to be tested.

You may take the psychometric exam a number of times provided that at least eleven months have passed between consecutive attempts.

The exam results are valid for the coming academic year, and for the following two academic years.

THE DAY OF THE EXAMINATION

On the day of the exam you must arrive at the place indicated on the admission ticket which you received in the mail, and you must bring the following items:

a. Your identity card (or passport if you do not have an Israeli identity card)
   Note : Unless you bring an identifying document which includes your photograph, you will not be allowed to take the exam.
b. The admission ticket mailed to you by the Registration Center, and a receipt proving payment of the exam fee.
c. A pen, two #2 pencils, a pencil sharpener, and two erasers.

It is advisable to arrive relaxed and to bring a snack, since the exam lasts approximately four hours without a break.

You are not allowed to use a dictionary, a calculator, or any other aid.

THE EXAMINATION

As previously stated, the examination consists of several tests. Each test has an allotted time, indicated at the beginning of the test. At the end of the allotted time you will be instructed to go on to the next test. You will not be allowed to go back to a previous test.

Instructions appear at the beginning of each test. It is very important that you read these instructions carefully. Careless reading may cause you to miss an important instruction and this may lead to errors throughout the test.

In each test there are up to 60 questions, usually arranged in ascending order of difficulty. That is, at the start the questions are quite easy but they gradually become more difficult. It is to your advantage to answer them in order. This will enable you to answer more questions; the earlier questions will prepare you for the harder ones later on. If you run into a particularly difficult question, don't waste time on it. Go on, since every question has the same value. If you finish the test before the allotted time has passed you may go back to the questions you skipped within the specific test you are working on and try to answer them. (You may not go back to a previous test!)

This is a multiple-choice examination; that is, several answers are offered for each question, but only one is correct. You must choose the correct answer. Mark only one answer. The score on the test is computed on the basis of correct answers only. Therefore, if you do not know the correct answer, it is worthwhile to guess, since a guess will not detract from your score. No points are deducted for incorrect answers.

Try to deal with the questions in a systematic and orderly fashion: if you are not certain what the correct answer is, use your partial knowledge to eliminate one or two of the alternatives, or try to eliminate answers that don't make sense. In any case it is better to guess than to leave a question unanswered. If you need scratch paper you may use the exam question booklet itself. You will not be allowed to use any additional paper.

Do not try to improve your score by dishonest means. Transferring information (by copying, helping to copy, etc.) is absolutely forbidden. The universities take very severe steps against candidates whose behavior is inappropriate. Attempts to distort personal achievement by dishonest means may ultimately hurt you much more than a few incorrect answers.

When the examination is finished, you may be asked to fill out a questionnaire used for research. You are not required to do so but your cooperation is very helpful and will not harm you in any way. The research questionnaire is not part of the entrance exam. It takes just a short time. Your name is not written on the research questionnaire and these questions are processed separately from the examination questions. We thank you in advance for your cooperation.

THE ANSWER SHEET

On page 51 of this booklet you will find a sample of the answer sheet on which your answers are to be marked. Correct use of the answer sheet is very important for rapid and correct processing of your data. Consequently, it is strongly advised to answer the sample questions which follow, filling in the sample answer sheet as practice for the correct use of such an answer sheet.

EXAMINATION RESULTS

The National Institute for Testing and Evaluation transfers exam results to the universities or pre-academic programs to which you have applied, and thus the admissions procedure begins in each institution. At the end of the procedure, you will be notified whether or not you have been accepted to the fields of study you applied for. Most institutions give rejected applicants the option of choosing alternate fields of study.

How is the overall success of the candidates in the entire battery of tests determined? The various institutions do not have a unified policy in this matter. Some base the candidates' overall psychometric scores on a simple average of their scores on all the tests. Other institutions give little weight to some of the tests and greater weight to other tests. The same holds true for matriculation examination scores: there are institutions that give great weight to matriculation examination scores, whereas others prefer to give greater weight to the overall psychometric score. Nevertheless, most institutions take into account both the overall psychometric score and the matriculation examination scores.

The obvious conclusion for each candidate is: Do your best on each test. Relate to each test individually as if it alone were to determine whether or not you are admitted to the institution of your choice. This is especially true of the English test. Many candidates have difficulty with this test. They could improve their chances of admission if they tried to answer most of the items in this test.

At the end of a given test (and sometimes at the end of the entire examination) many candidates feel that a large number of the items were too difficult. They express fears that they have failed. Other candidates are unable to complete one or another test within the allotted time. They, too, express fears of failure.

You should be aware of the fact that some of the psychometric tests are intentionally designed so that a certain percentage of the items will be very difficult, and other tests are designed in such a way that it is virtually impossible to complete them in the allotted time. Candidates can do well on a test even if they are unable to answer all the items correctly or do not succeed in completing a large number of items.

SAMPLE QUESTIONS

Several examples will be provided for each test. These examples do not represent all the types of questions, and are provided only to clarify the nature and structure of the tests. Try to answer the questions and mark the answers in the appropriate place on the sample answer sheet, which appears on p.51.

At the end of each test you will find a key to the correct answers so that you can check yourself. Some of the questions in each test are marked by an asterisk (*). An explanation as well as the correct answer are provided for these questions; the explanations appear after the answer key.

General Knowledge Test

Instructions

In this test choose the correct answer or definition from the four alternatives offered for each question. Mark the number of the correct answer in the appropriate place on the answer sheet.

Questions

1. The capital of Morocco is:

   1) Baghdad
   2) Damascus
   3) Rabat
   4) Dubai

2. "Embargo" means

   1) failure to fulfill an agreement
   2) a customs tax levied on imports
   3) the prohibition against supplying certain materials to another country
   4) a tax levied on importers

3. The "Ka'aba" is located in

   1) Mecca
   2) Medina
   3) Ismailia
   4) Luxor

4. "Dialysis" is

   1) the name of a famous painting
   2) the separation of a substance in a suspension
   3) the name of an illness
   4) the souring of milk

5. Dostoevski -

1) a Russian composer
2) a Russian author
3) a Polish author
4) a Polish leader

6. A-Nahar -

1) a college in Cairo
2) a Lebanese newspaper
3) an Arab-leftist organization
4) an Egyptian newspaper

7. The idiom "scorched earth" means

1) erasing the past and turning over a new leaf
2) destruction, while retreating, of anything that may be of use to the enemy
3) intentional taking advantage of another person's weakness
4) doing something which is futile

8. Termites are

1) reptiles
2) insects
3) mammals
4) fish

9. The last place Bar-Kochba lived -

1) Massada
2) Beitar
3) The Temple Mount
4) Modi'in

10. A short and entertaining story is an

1) anthology
2) anecdote
3) anesthesia
4) anagram

Key to Correct Answers

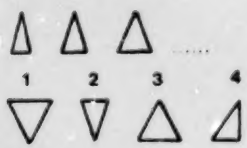
Question No.	1	2	3	4	5	6	7	8	9	10
Answer	3	3	1	2	2	2	2	2	2	2

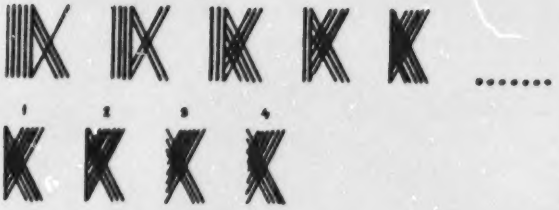
Forms Test

This test usually consists of several parts, each one containing a different type of question. Four possible answers are offered for each question. Choose the correct answer and mark its number in the appropriate place on the answer sheet. Below are examples of several types of questions.

Series

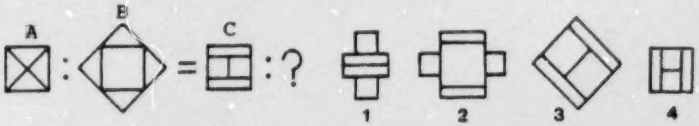
In this section you must complete series of forms. In each question several forms in the top row create a series. You must find the principle governing the arrangement of the forms in the series, and using that principle, choose from the numbered forms in the bottom row the one form that correctly completes the series.

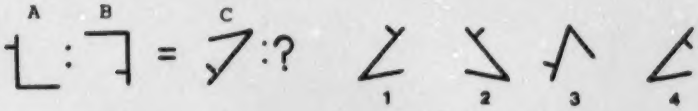
*1. 

*2. 

Relations of Forms

In each of the following questions form A relates to form B as form C relates to one of the forms on the right (see the example below). You are to choose from among the forms numbered 1-4 the form that relates to form C in the same way that form B relates to form A.

*3. 

*4. 

Pyramids

In each question in this test you will find five forms and a question mark which create a "pyramid":

?

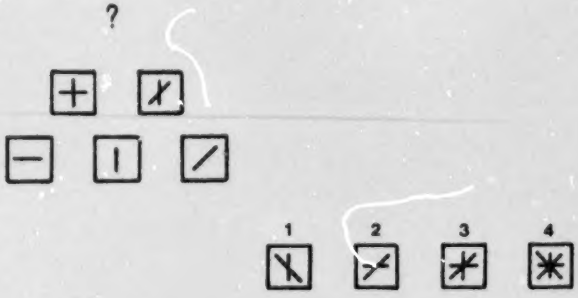
D E

A B C

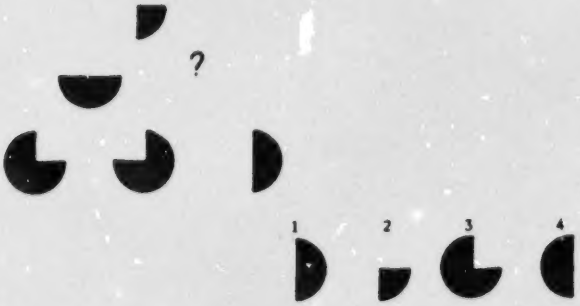
Every two horizontally adjacent forms create the form above them: Forms A and B create form D, forms B and C create form E, and forms D and E create the missing form represented by the question mark. Find the principle according to which adjacent forms create the form above them, and choose from the four answers offered the form which completes the pyramid by replacing the question mark. Mark the number of the correct form in the appropriate place on the answer sheet.

Note: The missing form does not necessarily appear at the top of the pyramid.

*5.



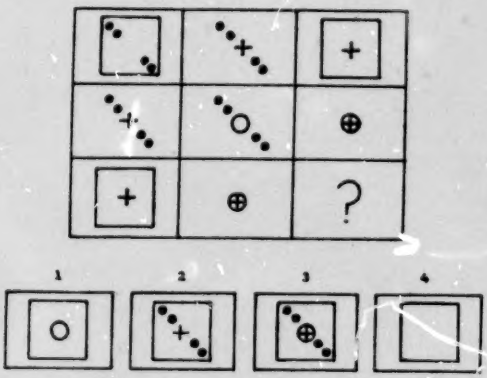
*6.



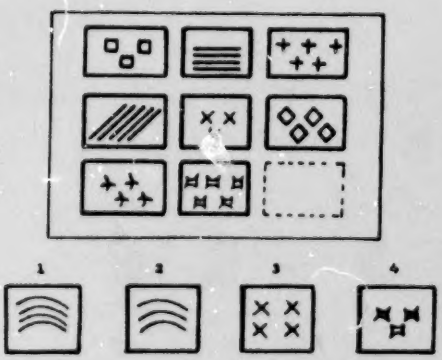
Matrices

In each question in this section there is a pattern with nine squares. In eight of the squares there is an illustration, but the ninth square is empty. You are to find the principle governing the arrangement of the illustrations (in most of the patterns the governing principle can be applied in two directions, that is, lengthwise and crosswise). Using this principle you are to choose from among the numbered forms the one form that will complete the pattern.

*7.



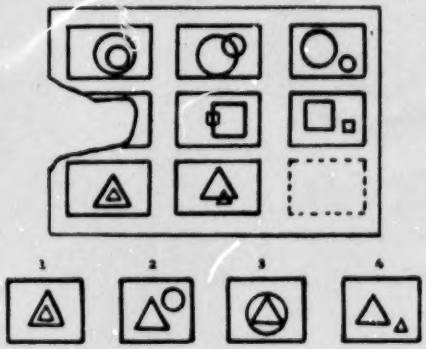
*8.



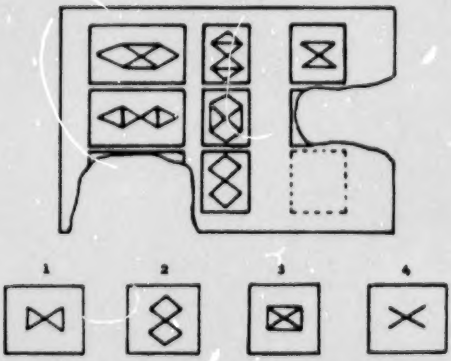
"Eaten Away" Matrices

In this section there is also a pattern with nine squares in each question, but here there are additional forms missing as well as the form that must be chosen to complete the pattern.

*9.



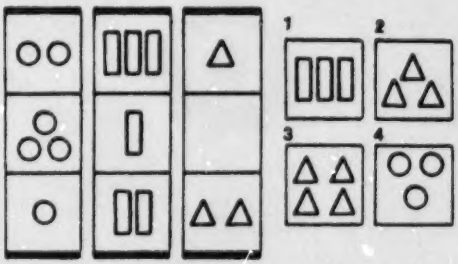
*10.



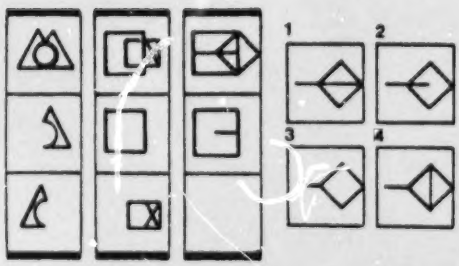
Columns of Forms

In each of the questions in this section there are three columns of squares, and in each column there are three forms. The forms in each column follow certain principles (one or more). For each question, choose the form that is suitable for the empty square, according to the principle or principles you found, from the four answers offered on the right.

*11.



*12



Key to Correct Answers

Question No.	1	2	3	4	5	6	7	8	9	10	11	12
Answer	3	4	2	1	3	1	1	2	4	4	2	3

Explanations of Questions

1.

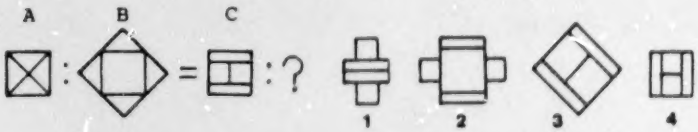
The forms on the top row are all equilateral triangles, each with a wider base than the previous triangle. Therefore, the next form will be an equilateral triangle with a base that is wider than the base of the third form in the series, and this is form no. 3. Form no. 1 is also an equilateral triangle with a base wider than the base of the third form in the series, but it is upside down and therefore it is not the correct answer. The correct answer is answer no. 3.

2.

In each of the forms of this series there are three groups of lines: a group of vertical lines which we shall call I, and two groups of lines which we shall call II and III, (see diagram). Let us see how the number of lines changes in each group as the series progresses from left to right. The number of lines in group I decreases, as in the series 5,4,3,2,1... and therefore in the next element in the series there will be no lines from group I. The number of lines in group II increases and decreases alternately: it decreases by 1 and increases by 2, etc., and thus the next element in the series will have four lines in group II.

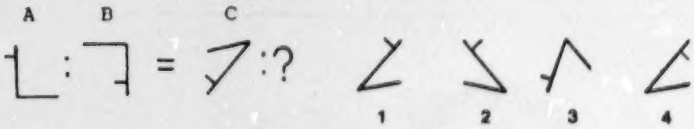
The number of lines in group III increases, as in the series 1,2,3,4,5... and therefore in the correct answer there must be six lines in group III. The correct answer therefore is answer no. 4.

3.



In order to get from form A to form B the four interior triangles were folded out, like an envelope in which all of the sides are opened. If we apply the same procedure to form C and move the rectangles and squares drawn inside C to the outside, we will get form no. 2. The correct answer is answer no. 2.

4.

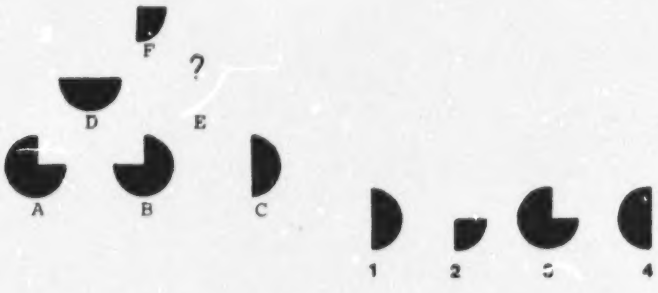


Form B is achieved by rotating form A 180 degrees and then rotating the small line 180 degrees. If we apply the same procedure to form C we will get form no. 1.

5.

First we must discover the principle on which the forms in this question are based. If you look carefully at the example you will see that the form marked D is a combination of forms A and B below it. Form E was produced, on the same principle, by combining forms B and C below it. In place of the missing form F there is a question mark. Now we must apply the principle we have found to the missing form. In the example above, form F, which should be at the apex of the triangle, must be a combination of forms D and E below it. Of the four answers offered, form no. 3 is the one which suits the principle.

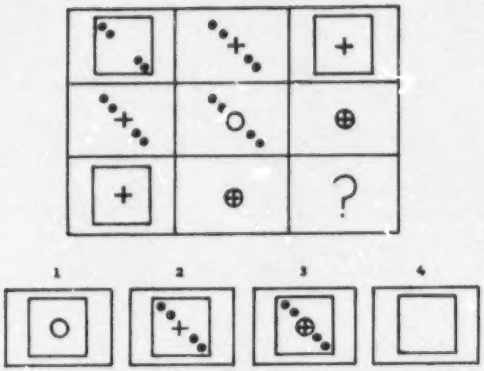
6.



Form D is the common or overlapping part of forms A and B. Therefore, form E must fulfill the following two conditions: a) it must consist of the common or overlapping part of forms B and C, and b) the common or overlapping part of forms D and E must create form F. The correct answer is no. 1, since this is the only alternative which fulfills both requirements. Answer no. 2 fulfills only the second condition, and is therefore not the correct answer.

Please note:

In those questions in which the missing form is not at the top of the pyramid, there will be only one example of the principle by which adjacent forms create the form above them. In such questions you must discover this principle, decide on its basis which is the right answer, and verify whether the principle can actually be applied in both directions.

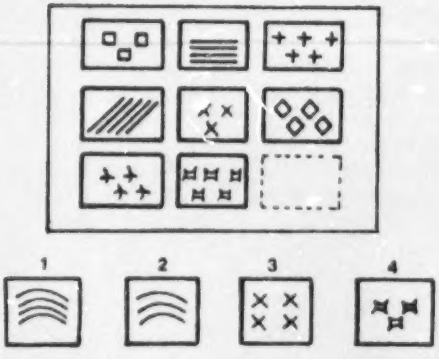


The form that appears in the far righthand square in each row is made up of all the elements in the two other forms in that row, minus the common element. For example, in the lefthand box in the top row there is a square with four dots in it. In the central box there are four dots and a cross between them. The total of the elements in these two boxes is a square, a cross in the middle, and four dots. The four dots are the common element, and therefore they do not appear in the righthand box. In the righthand box only a square and a cross appear.

The same principle applies to the columns, as well: In the lefthand column, the total of the elements in the two upper boxes in this column is a square, four dots and a cross (precisely as in the top row). Therefore, the explanation given above also applies to this case, and the bottom form will be a square with a cross in its center.

The total of the elements in the lefthand and central boxes in the lower row are a square, a cross in its center and a circle with a cross. The element common to both boxes, which will not appear in the missing box, is the cross. The form that must appear in the righthand box is a square with a circle in its center. Thus the correct answer to this question is number 1.

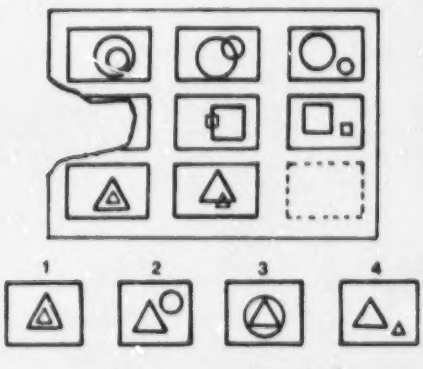
8.



In each row and in each column squarish figures, lines and crosses appear alternately. In one of the boxes in each column or row there are 3 elements. In another box in the same column or row there are four elements, and in the remaining box there are five elements. In the second row there are lines, squares and crosses rotated 45 degrees as compared with the first row. In the third row these elements appear unrotated, but with curved lines.

The element missing in the empty box is lines. Since this is the last row, they will be curved, and since this line already has four elements in one box and five elements in another, this time there will be only three elements. The correct answer is therefore no. 2.

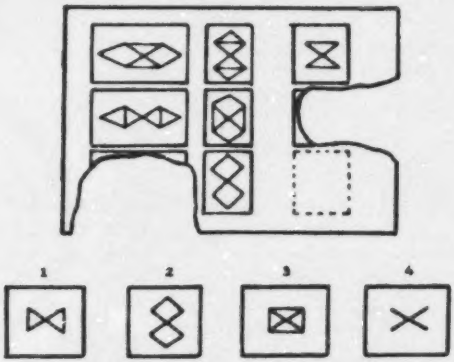
9.



In each box in the top row there is a pair of circles: in the lefthand box the circles are one inside the other, whereas in the central box they intersect each other, and in the righthand box they are separate. In the second row there are squares. The righthand and central boxes fit the principle we found for the top row, and according to it in the lefthand box in the same row the "eaten away" form must be a pair of squares -- one inside the other.

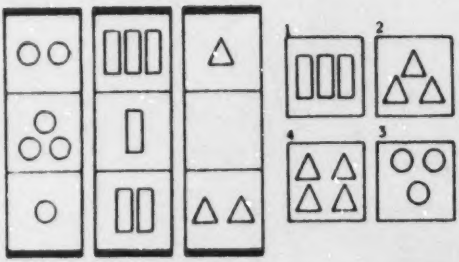
We will now apply the principle to the bottom row. In the empty box there must be: a) a pair of triangles, since in this row there are only triangles; b) a pair of separate forms, as fits the rule for the righthand boxes. Answer no. 4 is the only one that fits both conditions (a) and (b), and it is the correct answer.

10.



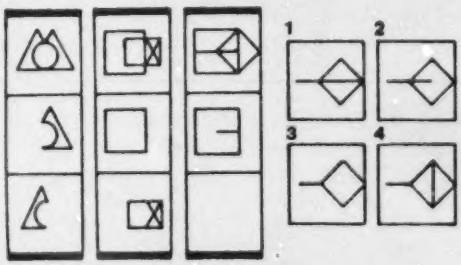
The righthand form in the top row is made up of the part common to the forms to its left. According to the same principle the righthand form in the second row will be ⋈. The bottom form in the middle column is made up of the parts common to the two forms above it. According to this principle the bottom form in the lefthand column will be ◇◇. The missing form contains whatever is common to the two forms above it, namely ✕. This form is also common to the two first forms in the bottom row. Therefore, form no. 4 is the correct answer.

11.



In each column there are geometrical forms of a certain kind. Each geometrical form apears in the same column in three different ways: a single form, two identical forms, and three identical forms. In the righthand column, therefore, what is missing is a box with three triangles. The correct answer is no. 2.

12.



In each column the top box is made up of a combination of the two boxes below it, those two having no common elements. Therefore, the missing form is a square and a horizontal line beginning at one of its corners. The number of the correct answer is 3.

Reasoning Test

This test has several parts, each of which contains a different type of question. Four answers are offered for each question in this test. Choose the most correct answer and mark its number in the appropriate place on the answer sheet. Below are examples of the various parts that may appear in this exam.

Reading Comprehension

Below is a reading passage followed by four related questions.

Nowadays family structure is completely different. The extended family, comprising a large number of relatives in one household, has become a small and relatively isolated unit. Its roles as the basic unit of production and as virtually the sole educator have been removed from it. The roles of entertainment and amusement have been transferred to the cinema, television and the street. All these have caused the modern family to be more exposed to interpersonal tensions and emotional problems.

These problems find expression in the constantly rising divorce rate. Practical authority in the home is transferred to the mother, and when she goes out to work, the main educator -- especially during the crucial years of the child's life -- is the maid. The result is that the adolescent boy is surrounded by a female environment -- mother, teacher, and maid -- and there is no male figure with whom he can identify. Consequently he tries to acquire his identity and role as a man in the way that Parsons (1974) calls "the male rebellion"; that is, one of the ways to be "tough" and "strong" and to prove that "I'm a man" is to carry out extreme acts, including acts of delinquency.

*1. The modern family is exposed to tensions because:

1) there is a male revolt
2) the divorce rate has risen
3) the mother goes to work outside the home
4) its basic roles have been removed from it

*2. Exposure to interpersonal tensions leads to:

1) isolation of the family
2) seeking out entertainment
3) a rise in the percentage of divorces
4) undermining of the mother's authority

3. The roles of the mother are transferred to

1) the communications media
2) the maid
3) family relatives
4) the father

*4. The aim of the male rebellion is

1) to rebel against the female environment
2) to acquire a male identity
3) to carry out delinquent acts
4) to release interpersonal tensions

Understanding a Table

Below is a table followed by a number of questions. Read the table carefully and answer the questions on the basis of the information in the table only.

Table of Benny's Final Grades for the Years 1970-1973

subject / year	Bible	History	English	Math	Physics
1970	70	76	63	71	80
1971	72	77	64	71	82
1972	73	77	70	74	84
1973	78	78	70	75	86

*Explanations on p.33

*5. In which of the following pairs of years did Benny's grades improve in the greatest number of subjects?
1) 1970-1971
2) 1971-1972
3) 1972-1973
4) in all the pairs of consecutive years there was improvement in the same number of subjects.

6. In which years was Benny's grade in Bible higher than his grade in mathematics?

1) 1970 and 1972
2) 1971 and 1972
3) 1971 and 1973
4) in all four years

*7. In which subjects was there no change in Benny's grade for two years?

1) Bible, history, English
2) history, English, mathematics
3) Bible, mathematics
4) history, English, physics

8. In which subject did Benny get the best grade in the class for two consecutive years?

1) physics
2) English
3) physics and English
4) cannot be determined from the table

*Explanations on p. 33

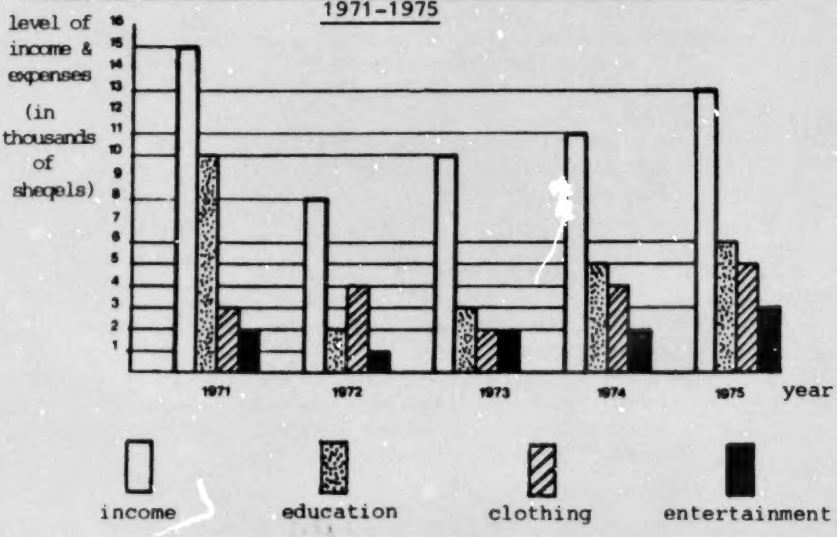
9. Which of the following statements is not correct?

1) The difference between Benny's grades in English in the years 1972 and 1973 is equal to the difference between his grades in mathematics in the years 1970 and 1971.
2) If Benny had improved his grade in mathematics in 1973 by one point, his average in mathematics and English in that year would have been equal to the average of his grades in bible and history in the year 1970.
3) The average of Benny's grades in mathematics and physics in the year 1970 is higher than the average of those grades in the year 1973.
4) Benny's grade in English in 1973 was 1 1/9 of his grade in English in 1970.

Deduction from a Graph

Below is a graph followed by a number of questions. Examine the graph carefully and answer the questions on the basis of the information in the graph only.

Income and Expenses of the Jezreeli family in the Years 1971-1975



*10. In which of the following pairs of years was the ratio between expenses for clothing and income equal?

1) 1972 and 1975
2) 1971 and 1973
3) 1973 and 1974
4) There are no two such years.

11. Which of the following statements is correct?

1) Expenses for clothing are always 1/5 of the family income.
2) Whenever expenses for education are greater than the previous year's, expenses for clothing are also greater than the previous year's.
3) If the family income in 1971 had been 6 thousand sheqels, there would have been a constant increase in income from year to year.
4) In the year 1972 expenses for education were 5 times lower and expenses for entertainment were 2 times lower than in the previous year.

12. In the year 1975

1) the family income was higher than in any other year.
2) the expenses for clothing were lower than the expenses for entertainment.
3) the expenses for clothing were lower than in any other year.
4) the expenses for entertainment and clothing combined were greater than the expenses for education.

13. Across the years there is a trend

1) toward a decrease in the level of expenses for entertainment.
2) toward a constant increase in the level of income.
3) toward closing the gap between expenses for entertainment and expenses for education.
4) none of the above is correct.

Sentence Completion

In each of the following sentences at least one word is missing. You are to choose from among the four answers offered the answer in which the word or words will most correctly fill in the blank.

14. I will not conceal from you the fact that I _____ the honor attached to the position. This is undoubtedly one of the things that drives people to engage in public activity despite all _____.

1) hate; the advantages
2) love; the unpleasantness
3) hate; the qualms
4) love; the rewards

15. The central figure in the book is very _____ and is described in _____ lines. This character does not suit the book's style, which tends to have _____ form.

1) fuzzy; vague; precise
2) clear; stylized; excellent
3) vague; flowery; clumsy
4) clear; sharp; severe

16. Industry holds such a central place in modern life that the scientist cannot, for psychological reasons, ignore _____ problems.

1) future
2) practical
3) theoretical
4) exceptional

Riddles

Below there are two riddles. Answer each only on the basis of information within the riddle itself.

*17. There are more burglaries in area A than there are in area B. A possible conclusion: the locks in area B are better than those in area A. This conclusion will be strengthened if it turns out:

1) that in area A there is more jewelry and money in the houses than in area B
2) that in area B there are bars on the windows of the houses
3) that in area A new locks were installed and the number of burglaries decreased
4) that in area B there are more police patrols than in area A

*18. In a house of six storeys, numbered 1 to 6, live six people, each on one storey. The names of the residents -- not necessarily in order of their storeys -- are: Reuben, Simon, Levi, Judah, Gad and Dan. The number of storeys separating Levi's apartment from that of Simon is the same as the number of storeys separating Simon's apartment from that of Reuben. Judah and Gad do not live on adjacent floors. Dan's apartment is on a higher storey than Judah's. Reuben lives on the 5th storey and Levi lives on the 1st storey.

Which of the following statements must hold in light of the above?

1) Reuben lives above Dan
2) Gad lives on a storey higher than the 2nd storey
3) Judah lives on a storey higher than the 2nd storey
4) Dan lives on a storey higher than the 3rd storey

Key to Correct Answers

Question No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Answer	4	3	2	2	4	3	2	4	3	2	4	4	4	2	1	2	3	4

Explanations of Selected Questions

Reading Comprehension

1. The correct answer is answer no. 4. Lines 4 through 8 describe the roles that have been removed from the modern family and have caused it to be more exposed to tensions.

2. From lines 8 - 12 it is clear that the correct answer is number 3.

4. From lines 19 to 21 it follows that answer no. 2 is correct.

Understanding a Table

5. The correct answer is answer 4 since in every pair of consecutive years (1970 and 1971, 1971 and 1972, and 1972 and 1973) there was an improvement in four out of five subjects.

7. The correct answer is no. 2. Benny's grade in history was 77 in the years 1971 and 1972; his grade in English was 70 in the years 1972 and 1973; and his grade in mathematics was 71 in the years 1970 and 1971. Benny got a different grade in Bible and physics every year.

Deduction from a Graph

10. In the year 1971 the expenses for clothing (3) were one-fifth of the income (15). In the year 1973, too, the expenses for clothing (2) were one-fifth of the income (10). Therefore answer no. 2 is the correct answer.

Riddles

17. The correct answer is answer no. 3. If installing new locks reduces the number of burglaries in area A this strengthens the conclusion that the locks in area B were better than those in area A and therefore answer 3 is correct. Answers 1, 2 and 4 do not strengthen the conclusion, nor do they weaken it, since each one of them provides an alternate explanation for the fact that there were more burglaries in area A than in area B.

18. In accordance with the data the following three situations are possible:

Storey / Situation	1	2	3	4	5	6
A	Levi	Judah	Simon	Dan	Reuben	Gad
B	Levi	Judah	Simon	Gad	Reuben	Dan
C	Levi	Gad	Simon	Judah	Reuben	Dan

The correct answer is answer number 4, since the condition that appears in it is the only one which holds in all situations: Dan's apartment is on a storey higher than the 3rd storey. Every one of the other conditions could hold but does not necessarily hold.

The condition in answer 1 holds in situation A but not in B or C.
The condition in answer 2 holds in situations A and B but not in C.
The condition in answer 3 holds in situation C but not in A or B.

Test of Mathematical Comprehension

Instructions

At the end of the test there is a list of mathematical formulas and definitions. Choose the correct answer from among the answers offered and mark its number in the appropriate place on the answer sheet.

*1. If a is a positive number ($a > 0$) and b is a negative number ($b < 0$), which of the following numbers is the largest?

(1) $\frac{a+3}{b}$ (2) $\frac{a-b}{3}$ (3) $\frac{b}{a}$ (4) $\frac{3}{b-a}$ (5) $\frac{b}{a+3}$

*2. The distance between points A and B is 400 meters. The distance between points B and C is 300 meters. It follows that the distance between points A and C is

(1) 100 meters
(2) 450 meters
(3) 500 meters
(4) 700 meters
(5) It cannot be determined from the information given

*3. If it is known that X is an odd number, which of the following is always an odd number?

(1) $2(X + 2)$

(2) $3(X + 1)$

(3) $X^2 + 7$

(4) X^λ

(5) $\frac{X(X + 3)}{2}$

*4. What is the next element in the following series:
1, 3, 7, 13,...

(1) 15

(2) 16

(3) 17

(4) 21

(5) 24

*5. A driver drove one-third of the way between Haifa and Eilat at a speed of 75 km/h., one-fifth of the remaining distance in an hour, and the rest of the way at 80km/h. If the distance between Haifa and Eilat is 450 km. and the driver drove at a constant speed all the way, what must his speed have been in order to get to Eilat at exactly the same time?

(1) 65 km/h

(2) 70 km/h

(3) 75 km/h

(4) 80 km/h

(5) None of the above answers is correct

*6. What is the area of the following right-angle trapezoid?

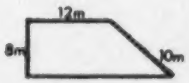
(1) 150 m^2

(2) 120 m^2

(3) 108 m^2

(4) 96 m^2

(5) 60 m^2



*7. A painter bought two dozens cans of paint at IS30 per can. He did not have a chance to use 25% of the cans he bought since the paint in them dried up before he started painting. How much money did the painter lose?

(1) IS90

(2) IS120

(3) IS180

(4) IS240

(5) IS360

*8. If L_1 and L_2 are parallel lines and angle a in the diagram equals 45°, then angle b equals:

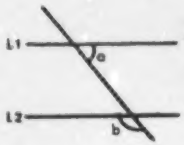
(1) 45°

(2) 90°

(3) 135°

(4) 145°

(5) 215°

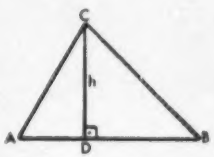


Auxiliary Formulas and Explanations of Mathematical Terms

1. The expression $a < b$ means: "a is smaller than b," or "b is larger than a." $a \leq b$ means: "a is smaller than b or equal to b," or "b is larger than a or equal to a."

2. The sign $\llcorner$ indicates a 90^0 angle - a right angle.

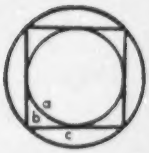
3. Triangle
   A. The area S of triangle ABC with height h and length of base AB is: $\frac{\overline{AB} \cdot h}{2}$
   B. The sum of the angles in a triangle is: 180^0.
   C. A right triangle is: a triangle in which one of the angles is a right angle (for example triangle BDC).
   D. The Pythagorean Theorem: In a right triangle the following law always holds: (using the notation in the diagram above) $\overline{BC}^2 = \overline{CD}^2 + \overline{BD}^2$



4. Circle
   A. The area of a circle with radius r is: πr^2 ($\pi \approx \frac{22}{7}$).
   B. The circumference of a circle with radius r is: $2\pi r$.
   C. The diameter of a circle with radius r is: $2r$.

5. Regular Polygon
   A regular polygon is a polygon in which all the sides are equal to each other and all the angles are equal to each other.

6. Circumscribing and circumscribed squares; circumscribing and circumscribed circles

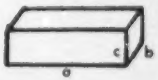


The circles and the square in the accompanying diagram have the following relations:
Circle c circumscribes square b; square b circumscribes circle a.
Circle a is circumscribed by square b; square b is circumscribed by circle c.

7. Parallelogram

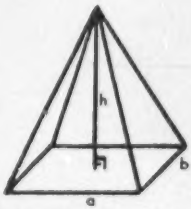
A quadrangle in which the opposite sides are equal and parallel to each other. The area of a parallelogram with base a and height h is: $a \cdot h$.

8. Box (Parallelepiped)



The volume of a box is: $v = a \cdot b \cdot c$, where a, b and c are the length, width and height, respectively, of the box.
In a cube: $a = b = c$.

9. Pyramid



The volume of a pyramid with base length a, base width b and height h is: $\frac{a \cdot b \cdot h}{3}$

10. A Coordinate System

Every point on a plane can be represented graphically on a set of 2 perpendicular axes - the x axis (the horizontal axis in the diagram) and the y axis (the vertical axis in the diagram), such that its "x value" indicates its distance from the y axis, and its "y value" indicates its distance from the x axis.
For example: Point A, whose values are $x = 1$, $y = 2$, as shown in the diagram.

11. A. $(a + b)^2 = a^2 + 2ab + b^2$
B. $(a - b)^2 = a^2 - 2ab + b^2$
C. $(a + b) \cdot (a - b) = a^2 - b^2$

Note: The formulas above are only a sample. The specific areas covered by questions in the mathematical comprehension test may change, and the list of auxiliary formulas may change accordingly.

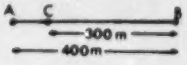
Key to Correct Answers

Question No.	1	2	3	4	5	6	7	8
Answer	2	5	4	4	3	2	3	3

Explanations of Answers

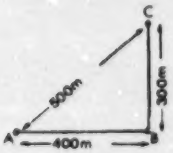
1. In each of answers 1, 3, 4 and 5 the result of the division is a negative number and only in answer 2 is the number positive. Therefore this number is the largest of all the five offered.

2. From the information given it is not possible to know the relative positions of the three points. Several situations are possible, such as:

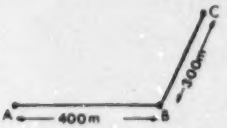


(fits answer no. 1)

(fits answer no. 4)



(fits answer no. 3)



(doesn't fit any of the answers)

None of the situations above is necessarily correct and therefore the correct answer to the question is no. 5.

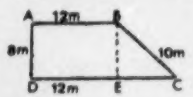
3. When one of the factors is even, the product is always even and therefore the numbers in solutions 1 and 2 are even. In answer 5 the numerator is always even but after it is divided by 2 the result is sometimes odd. The sum of two odd numbers is even, and therefore answer no. 3 is even. The only odd number is answer 4.

4. We begin with the nurber 1 and add 2 to it and get 3. Now we add 4 and get 7. The next operation is to add 6, and we get the number 13. Since the number added increases by 2 each time, now we must add 8 and get 21. Therefore the correct answer is answer no. 4.

5. The way from Haifa to Eilat was made up of three sections: the first of 150 km. (1/3 x 450 km.), the second of 60 km. (1/5 x 300 km.), and the third of 240 km. (300km. - 60km.). The driver reached Eilat 6 hours after he left Haifa, since he drove the first section in 2 hours $\left(\frac{150 \text{ km.}}{75 \text{ km./h}}\right)$, the second in an hour $\left(\frac{60\text{km.}}{60 \text{ km./h}}\right)$, and the rest of the way in 3 hours $\left(\frac{240 \text{ km.}}{80 \text{ km./h}}\right)$. In order to make this trip in 6 hours while driving at a constant speed the whole way, you have to drive 75 km./h $\left(\frac{450\text{km.}}{6 \text{ hours}}\right)$, and therefore the correct answer is answer no. 3.

6. According to the Pythagorean Theorem:

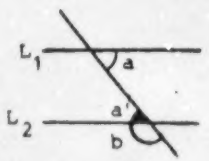
$EC = \sqrt{10^2 - 8^2} = 6$. The area of the rectangle ABED is 8m x 12m = 96 m² and the area of the triangle BEC is 6m x 8m /2 = 24m².



Therefore, the area of the trapezoid ABCD is 120 m² = 96 m² + 24 m² and therefore the correct answer is answer no. 2 .

7. The painter paid IS720 for the paint (30 x 12 x 2 = 720), and lost 25% of the sum, which is IS180. The correct answer is therefore answer no. 3.

8. Angle a is equal to angle a' since they are alternate angles between parallel lines, and therefore a' = 45°. Angle b complements angle a' to a total of 180°; therefore angle b equals 135°. Thus the correct answer is no. 3.



ENGLISH TEST

The following test contains four types of questions: sentence completion, reading comprehension, restatements and vocabulary.

Sentence Completion

This part consists of sentences with a word missing in each. For each question, choose the one word out of the four offered which best completes the sentence and mark its number in the proper place on the answer sheet.

*1. The little boys had a _____ over who would wear the cowboy hat.

1) horse 2) story 3) fascination 4) quarrel

*2. They work as a team, _____ their knowledge and their talents.

1) originating 2) pooling 3) influencing 4) restricting

*3. Her clearer intellect saw possibilities which did not even _____ to him.

1) occur 2) happen 3) intend 4) imagine

*4. The fame of Shakespeare is _____.

1) predictable 2) immortal 3) doubtful 4) heroic

*5. Many people think the only _____ to another world war is the horrible potential of nuclear destruction.

1) gesture 2)indecision 3) impulse 4) deterrent

Reading Comprehension

Below is a text with several related questions. For each question, choose the one answer of the 4 which best reflects the meaning of the text and mark its number in the proper place on the answer sheet:

On one of two occasions in the year, a feast was held in the village, and several times during my lengthy stay I took part in the celebrations. For weeks beforehand preparations of an elaborate sort were made, the men hunting with more than usual energy, the women, in addition to their normal strenuous occupations, making necklaces of shells which they dyed in the brightest colours. The secret of making the dyes was never revealed to me, though I was eager to know, and though among those kindly people few requests were refused. The children helped in the preparation of the dye, I know, by gathering the roots and barks in the forest, and I was sometimes tempted to follow them on their expeditions and watch what they selected. But I felt that would be a betrayal of trust, and therefore I never allowed my curiosity to get the better of me. When the great day came every man, woman and child in the place wore one of the necklaces and I was not left out. But the villagers seemed to find it desirable to have a new one for each feast day, and necklaces, once worn, would be thrown carelessly aside.

*6. The children gathered the roots in the forest because

1) the women were too busy for this kind of work
2) it was the only task they were capable of doing
3) it was their contribution to the making of the dyes
4) they were not allowed to make the necklaces

*7. The writer could have learnt something about the making of the dyes by

1) seeing which roots and barks were gathered
2) gathering roots and barks herself
3) becoming a villager
4) asking the children

*8. "But I felt that would be a betrayal of trust; and therefore I never allowed my curiosity to get the better of me." The first half of the sentence is

1) the cause and the second half is the result
2) a statement and the second half is a restatement
3) a contradiction of the idea in the second half
4) a specific example of the general idea in the second half

*9. During the feast the necklaces were worn by

1) only the men
2) everyone including the writer
3) all the villagers but not the writer
4) the women and children only

*10. The necklaces created for the feast day were

1) worn one time only
2) saved till the next feast day
3) given to the writer
4) worn on the side

Restatements

This part consists of 5 sentences, each followed by four possible ways of re-stating the main idea of that sentence, but in different words. For each question, choose the one restatement of the four offered which best expresses the meaning of the original sentence and mark its number in the proper place on the answer sheet.

*11. The boys who were attacked by the dogs ran around the corner.

1) The boys ran after the dogs.
2) The boys ran around the corner.
3) The boys attacked the dogs.
4) After attacking, the dogs ran away.

*12. She has been interested in Greek philosophy for a long time.

1) She is not interested in Greek philosophy now.
2) She is still interested in Greek philosophy.
3) She was not interested in Greek philosophy a few years ago.
4) She will not be interested in Greek philosophy in the future.

*13. The students, who failed the exam, blamed the teacher.

1) All the students failed and all blamed the teacher.
2) Some students failed but all blamed the teacher.
3) Some students failed and these students blamed the teacher.
4) The teacher blamed the failure on the students.

*14. The invention of the alphabet more than 3000 years ago was one of the singular contributions to the cultural development of mankind.

1) The only cultural development of mankind more than 3000 years ago was the invention of the alphabet.
2) The alphabet was invented more than 3000 years ago by a single man.
3) The invention of the alphabet was one of the most important cultural advances ever achieved.
4) Mankind could not have developed culturally to the extent it has were it not for the invention of the alphabet more than 3000 years ago.

*15. Although he refused to identify himself with any particular creed, Kafka's works have been claimed by such intellectual movements as surrealism and existentialism.

1) Kafka was neither a surrealist nor an existentialist.
2) Surrealism and existentialism rejected Kafka but accepted his work.
3) The creative works of Kafka were not as intellectual as he claimed.
4) Such intellectual movements as surrealism and existentialism refuse to identify with particular creeds.

Vocabulary

This part consists of vocabulary words, each followed by four possible meanings. For each question, choose one word or phrase out of the four offered which best expresses the meaning of that vocabulary word and mark its number in the proper place on the answer sheet.

16. arrive: 1) stay 2) begin 3) come 4) hold

17. gem: 1) glove 2) jewel 3) flower 4) picture

18. aware: 1) conscious 2) certain 3) dressed 4) correct

19. conduct: 1) guide 2) build 3) approve 4) suggest

20. vacate: 1) take a holiday
2) leave empty
3) store up supplies
4) discover by accident

Key to Correct Answers

Question No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Answer	4	2	1	2	4	3	1	1	2	1	2	2	1	3	1	3	2	1	1	2

Explanations for Selected Questions

Sentence Completion

1. The word that fits is "quarrel"; the meaning of the sentence is that the children had an argument on the matter of ("over") who would wear the hat.

2. The word that fits is "pooling"; the meaning of the sentence is that they worked together by putting together and sharing their knowledge and talents.

3. The word that fits is "occur"; the meaning of the sentence is that she saw possibilities that he didn't even think of.

4. It cannot be said about Shakespeare's fame that it is predictable (1), since it is an existing and not future thing. Similarly, it is not doubtful (2). There is no meaning to the claim that Shakespeare's fame is "heroic" (4). The most correct answer is, therefore, that Shakespeare's fame is eternal (3).

5. A "deterrent" is a factor which discourages, prevents or inhibits action; the meaning of the sentence is that the enormous destructive power of the nuclear bomb is a factor which discourages the outbreak of further world wars.

Reading Comprehension

6. Lines 11-12 say that the children helped to prepare the dyes, and therefore it is correct to say that they gathered roots in the forest because this was their contribution to the preparation of the dyes (3). On the other hand, it is not possible to deduce from the passage that the women were too busy (1), or that the children were unable to do something else (2), or that they were not allowed to make necklaces (4).

7. Line 9 says that the writer wanted very much to know how the dyes are prepared, but that this was a secret process, and line 13 says that she was almost tempted to follow the children to see which roots they gathered. Therefore, answer no. 1 is the correct answer.

8. The structure of the sentence is "I felt...and therefore I never allowed my..." It is clear that the first part is the cause and the second part is the effect. Therefore, answer no. 1 is correct.

9. Lines 17 - 19 say that on the holiday the men, women and children wore the necklaces "and I [the writer] was not left out." Therefore, answer no. 2 is correct.

10. The next-to-last sentence says that the necklaces were worn on the holiday and the following sentence says that after the necklaces were worn they were thrown aside. Therefore, answer no. 1 is the correct answer.

Restatements

11. The phrase "who were attacked by the dog" is a relative clause describing which children are being referred to. The remainder of the sentence, "the children ran around the corner" expresses the main idea of the sentence, and answer no. 2 is the correct answer.

12. This sentence uses the present perfect tense. Use of this tense indicates an action which has continued over time and is still going on. Therefore, the meaning of the sentence is: She has been interested in Greek philosophy for some time, and she is still interested. It follows from this that answers 1 and 3 contradict the given sentence. Answer no. 4 cannot be deduced from the given sentence. Answer no. 2 is correct.

13. This sentence includes a non-restrictive, relative clause, "who failed the exam". The use of commas to set off this phrase implies that it is supplying information about the subject of the sentence, but not restricting it to a part of the group included in the subject. This implies that all the students, and not only those who failed, comprise the subject. It follows from this that all the students failed the exam and therefore all of them blamed the teacher. Answer no. 1 is the correct answer.

14. The expression "singular contribution" in this context means an exceptionally important presentation. Therefore answer no. 3 is the correct one. Answer 4 develops the idea expressed in the sentence but in an exaggerated way and therefore is not correct.

15. The sentence says that despite the fact that Kafka himself refused to identify with any of the conventional movements, the surrealist and existentialist movements saw his works as belonging to them. Since he did not identify with any movement he was neither a surrealist nor an existentialist. Answer no. 1 is the correct one. On the other hand, it cannot be argued that these movements rejected him (2), nor is there any mention of the intellectuality of his works, and therefore answer 3 is not correct. And it certainly cannot be said that the surrealist and existentialist movements do not identify with any movement (4).

SAMPLE ANSWER SHEET

The examination answer sheet is designed to be processed directly by a computer. You are to blacken the correct spaces in pencil (therefore it is important to bring No. 2 pencils with you). If you want to change an answer you have already marked, erase it completely and mark the answer you think is correct. Be careful to erase completely. Please note that every item for which more than one answer has been marked will be considered wrong. You must be careful to mark answers correctly since the answer sheet is fed directly into the computer and you are solely responsible for what the computer will read. Avoid unnecessary markings.

The answer sheet on the following page is designed to fit the sample questions in this booklet. For your own benefit, solve the sample questions and practice using the answer sheet. The first correct answer on each test has been marked, to serve as an example.

Your personal data appear already printed at the top of the answer sheet you will receive at the exam. Check the data, to make sure they are correct. In case of error, do not correct anything yourself. Call the proctor and indicate the error.

Marking answers on the answer sheet:

Look for the number of the question you are answering, on the answer sheet. Find the number of the correct answer, and blacken the box below it.

מס' שאלה Question No.	ידע כללי General knowledge
1	1 2 **3** 4
2	1 2 3 4
3	1 2 3 4
4	1 2 3 4
5	1 2 3 4
6	1 2 3 4
7	1 2 3 4
8	1 2 3 4
9	1 2 3 4
10	1 2 3 4

מס' שאלה Question No.	צורות Forms
1	1 2 **3** 4
2	1 2 3 4
3	1 2 3 4
4	1 2 3 4
5	1 2 3 4
6	1 2 3 4
7	1 2 3 4
8	1 2 3 4
9	1 2 3 4
10	1 2 3 4
11	1 2 3 4
12	1 2 3 4

מס' שאלה Question No.	הבנה Reasoning
1	1 2 3 **4**
2	1 2 3 4
3	1 2 3 4
4	1 2 3 4
5	1 2 3 4
6	1 2 3 4
7	1 2 3 4
8	1 2 3 4
9	1 2 3 4
10	1 2 3 4
11	1 2 3 4
12	1 2 3 4
13	1 2 3 4
14	1 2 3 4
15	1 2 3 4
16	1 2 3 4
17	1 2 3 4
18	1 2 3 4

מס' שאלה Question No.	חשיבה מתמאטית Mathematics
1	1 **2** 3 4 5
2	1 2 3 4 5
3	1 2 3 4 5
4	1 2 3 4 5
5	1 2 3 4 5
6	1 2 3 4 5
7	1 2 3 4 5
8	1 2 3 4 5

מס' שאלה Question No.	אנגלית English
1	1 **2** 3 4
2	1 2 3 4
3	1 2 3 4
4	1 2 3 4
5	1 2 3 4
6	1 2 3 4
7	1 2 3 4
8	1 2 3 4
9	1 2 3 4
10	1 2 3 4
11	1 2 3 4
12	1 2 3 4
13	1 2 3 4
14	1 2 3 4
15	1 2 3 4
16	1 2 3 4
17	1 2 3 4
18	1 2 3 4
19	1 2 3 4
20	1 2 3 4

EXAMINATIONS ADMINISTERED ABROAD

The National Institute administers psychometric entrance examinations in a number of centrally-located cities abroad. University candidates residing in foreign countries who are interested in being tested abroad should write to:

The National Institute for Testing and Evaluation
International Testing Bureau
P.O. BOX 26015
Jerusalem, Israel 96583

The fee for examinations administered abroad will be double the price of those administered in Israel.

Registration procedures for exams held abroad differ from those for exams administered in Israel. For details refer to the explanation sheet which accompanies the Exam Registration Form for exams held abroad.

COUNSELING FOR VETERANS

For information, counseling and guidance, apply within one and a half years of your demobilization to the guidance offices:

in Jerusalem:	
5 Ha'Melitz Street	Sunday, Monday and Wednesday 9:00-12:00 Tel: 02-690058
in Tel Aviv:	
The Kirya, Tel Aviv 17 Aluf Albert Mandler St.	Sunday through Thursday 8:00-13:00 Friday 8:00-12:00 Tel: 03-212992, 212993, 212995, 212996, 212997
in Haifa:	
23 Ha'Atzmaut St.	Sunday through Thursday 8:00-14:00 Friday 8:00-12:00 Tel: 04-660901, 667027
in Beersheba:	
4 Wolfson Street, Ein Gedi Building (near HaMashbir HaMerkazi) Second floor, Room 114	Sunday, Monday, Wednesday, Thursday 8:00-14:00 Friday 8:00-12:00 Tel: 057-32926
in Ashkelon:	
The Employment Service	Tuesday only 9:00-13:00 Tel: 051-22141
in Hedera:	
The Employment Service	Tuesday only 9:30-12:00 Tel: 063-22568

When you come to any of the offices of the Department of Guidance for Soldiers, bring the following items with you: identity card, army service booklet, reserve army duty booklet, demobilization certificate or immigrant's certificate.

INSTITUTIONS WITH PRE-ACADEMIC STUDIES FRAMEWORKS

Institution	Address of the Offices of the Pre-academic Studies Program	Telephone
The Hebrew University of Jerusalem	Mount Scopus Buber-Russo Building	02-882448
Tel Aviv University	Ramat Aviv Dormitory Building	03-417142
The Technion, Haifa	The Technion Quarter Pre-fab Building 5	04-292614
Bar-Ilan University, Ramat Gan	Men's Dormitory Building A Ground Floor	03-718326
Ben-Gurion University, Beersheba	Ein Gedi Building 4 Wolfson Street	057-39947/8
Haifa University	The Multi-purpose Building Room 138	04-240111
Beit Berl College	Near Kfar Sava	052-25151
Wingate Institute	Wingate Institute Near Netanya	053-38044
Department for Technological Education, Kiryat Ha'Universita, Holon	52 Golomb Street	03-851181
Ohel Sarah College	Mobile Post Jezre'el Valley 19315	065-93016
Tel-Hai College	Tel-Hai, Mobile Post Upper Galilee 12210	067-40969
Eilat College	The Comprehensive School in Eilat P.O.B. 1301	059-72663
Yeroham College	P.O.B. 183, Yeroham 80551	

Zemach Regional College	Mobile Post Jordan Valley 15132	067-51214/5
Sapir College of the Negev	Sha'ar Hanegev Mobile Post Hof Ashkelon 79165	051-98201
The Open University	16 Klausner Street Ramat Aviv	03-422511

The Open University offers, in its special method of teaching, a curriculum preparing students for academic studies. Details are obtainable from the Open University.

Most of the institutions listed above require a psychometric examination as a condition of admission to pre-academic studies.

VOCATIONAL GUIDANCE CENTERS FOR STUDENTS

In most of the universities in the country there are counseling units for students. The units give counseling in choosing a course of studies and a vocation, through personal consultation and test batteries. The units also provide information on studies in universities and in institutions of higher learning - both academic and non-academic. Candidates must apply to the guidance centers on their own initiative. Information received about the enquiring candidate is confidential and is not transferred to any other authority. The counseling units do not intervene in registration or admissions procedures, or any other academic procedures. Their task is to help the enquirer choose a course of study. After this decision the student is obligated to go through the normal registration and admissions procedures.

There is a fee for counseling services.

For further information and to make an appointment, please contact the office of each unit directly.

Ben-Gurion University, Beersheba
Office of the Dean of Students, Counseling Services
Tel: 057-64484

Bar-Ilan University, Ramat Gan
Lecturers' Residence (opposite the gymnasium)
Tel: 03-718450

Haifa University
The Multi-purpose Building, Room 147
Tel: 04-240841

The Technion
Office of the Dean of Students
Tel: 04-292908

The Hebrew University, Jerusalem
Givat Ram: HaKirya dormitories, Building no. 4
Tel: 02-584823

Mount Scopus: Maiersdorf Dormitories, Building no. 10
Tel: 02-817212, 02-882685
For immediate aid at night, on weekends and on holidays:
Tel: 02-817212

Tel Aviv University
Rosenberg Building, Room 117
Tel: 03-420505

LIST OF DEPARTMENTS GRANTING UNDERGRADUATE DEGREES

Ben-Gurion University of the Negev

Faculty of Humanities and Social Sciences

Bible and the Ancient Near East
Archeology
Hebrew Language
Hebrew Literature
History
History of the Jewish People
Philosophy
History of Jewish Thought
English Language and Literature
French Language and Literature
Geography
Social Work
Education
Behavioral Sciences
Economics
Statistics
Mathematics

Faculty of Natural Sciences

Mathematics and Computer Sciences
Physics
Chemistry
Biology
Geology and Minerology
Physical Geography

Faculty of Engineering Sciences

Electrical and Computer Engineering
Mechanical Engineering
Chemical Engineering
Industrial Engineering and Management
Materials Engineering
Nuclear Engineering

Faculty of Health Sciences

The Medical School
The School of Allied Health Professions

Bar-Ilan University

Jewish Studies

Biblical Studies
Oral Law
Jewish and Eastern Studies
Talmud
Jewish History
Hebrew and Semitic Languages
Hebrew Literature
Land of Israel Studies
Interdepartmental Discipline of Jewish Studies
General History

Humanities

Philosophy
Comparative Literature
Linguistics
Library Science and Bibliographical Studies
Arabic
English
French Civilization
Classical Studies
Musicology

Social Sciences

Education
Psychology
Sociology and Anthropology
Economics
Political Science
Criminology
Interdisciplinary Department of Social Science
Geography
The School of Social Work
The School of Education

The Faculty of Law

Natural Sciences and Mathematics
Life Sciences
Chemistry
Physics
Mathematics and Computer Science
Statistics

Haifa University

Faculty of Humanities
Biblical Studies
Jewish Thought
Hebrew and Comparative Literature
Hebrew Language
History of the Jewish People
Eretz Israel Studies
Archeology
Arabic Language and Literature
History of the Middle East
Philosophy
General History
English Language and Literature
French Language and Literature
History of Art
Creative Art

Faculty of Social Sciences and Mathematics
Geography
Psychology
Sociology and Anthropology
Political Science
Economics
Statistics
Mathematics

The School of Social Work

The School of Education

The Technion

Mechanical Engineering

Electrical Engineering

Chemical Engineering

Food Engineering and Biotechnology

Agricultural Engineering

Aeronautical Engineering

Industrial Engineering and Management

Mathematics

Physics

Chemistry

Biology

Architecture and Town Planning

Computer Science

Education in Technology and Science

Medicine

Nuclear Engineering

Materials Engineering

Biomedical Engineering

Civil Engineering
Geodetic Engineering Trend
Mineral Engineering Trend

The Hebrew University

The Faculty of Humanities

Bible
Talmud
Hebrew Literature
Jewish Thought
Hebrew Language
History of the Jewish People
Yiddish
Islamic History and Civilization
Arabic Language and Literature
East Asian Studies
African Studies
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Philosophy
History
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Russian and Slavic Studies
Geography
Classical Studies
Assyriology
Egyptology
Ancient Semitic Languages
French Language and Literature
Italian Literature
English
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Linguistics
German Language and Literature
Archaeology
History of Art
Musicology
Theater Studies
The School of Education
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Mathematics (for the Humanities)

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Geography
International Relations
Economics
Political Science
Sociology and Social Anthropology
Statistics
Psychology
Business Administration
Biology (for the Social Sciences)
Mathematics (for the Social Sciences)
Accounting

The Faculty of Mathematics and Natural Sciences
Mathematics Combined
Mathematics-Physics
Computer Science
Statistics
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History and Philosophy of Science
Biology
Chemistry

The Faculty of Law

The Faculty of Medicine
The School of Medicine
The School of Pharmacology
The School of Nursing
The School of Occupational Therapy

The Faculty of Dental Medicine

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Field Crops and Vegetables
Plant Protection
Horticulture
Agricultural Economics and Management
Animal Sciences
Soil Science and Hydrology
Nutritional and Domestic Sciences
Physiology and Biochemistry
Physiology and Biochemistry (Food Sciences)

The School of Social Work

Tel-Aviv University

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English
Archaeology and Ancient Near Eastern Cultures
Linguistics
Semitic Linguistics
Geography
History
Middle Eastern History and African History
Jewish History
Classical Studies
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Hebrew Literature
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French Language and Literature
Poetics and Comparative Literature
Talmud
General Studies in Humanities
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Film and Television
History of Art

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Accounting

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Electrical Engineering and Electronics
Industrial Engineering

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Allied Health Sciences:
The School of Communicative Disorders
Nursing
Physical Therapy

If you wish to clarify anything related to the exam, please write to:

The National Institute for Testing and Evaluation
Public Relations Department
P.O.B. 26015
96 583 Jerusalem